

# Gathering the Evidence

## Progress towards Achievement of the Curriculum Expectations

## A SPECIAL DSBN GUIDE TO: The Elementary Progress Report

### WHAT IS ASSESSMENT?

The process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or strand.

### ASSESSMENT AS LEARNING:

Students are actively engaged in monitoring their own learning, using feedback from teachers, self, and classmates to determine next steps and to set individual goals.

### ASSESSMENT FOR LEARNING:

The ongoing process that teachers use to determine where students are in their learning, where they need to go, and how best to get there. Teachers provide feedback to students to focus their learning and teachers adjust their instruction to meet student needs based on the evidence they gather.

### ASSESSMENT OF LEARNING:

Teachers collect and interpret evidence to make judgments about the quality of student learning at or near the end of an instructional unit. At this point, a value (e.g., level, letter grade, percent) is assigned to represent that quality.



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DSBN 2023-2028 STRATEGIC PLAN

### SUBJECTS & STRANDS

Each subject or strand that is being taught during the term will have a check mark to indicate progress.

### CHECKBOXES

- NA** - This box is checked if this subject or strand is not part of your child's regular program or if this subject will only be reported on the Term 1 or Term 2 Report Card.
- English as a Second Language / English Literacy Development** - This box is checked if the student is working on modified curriculum expectations as they develop their proficiency in English.
- Individual Education Plan** - This box is checked if the student is working on modified curriculum expectations.
- French** - This box is checked if the student is working on modified curriculum expectations as they develop their proficiency in English.

### COMMENTS: STRENGTHS & NEXT STEPS

Teachers will work together to provide comments on your child's strengths pertaining to his or her understanding of the material covered in specific subjects and strands. Comments will include next steps that will support your child's learning and could include suggestions to help support your child's learning at home.



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# The Elementary

## What is a Progress Report?

The purpose of the Progress Report is to share early and specific feedback on your child's development of work habits and learning skills as well as his/her progress towards reaching the curriculum goals by the end of the school year or term.

The Progress Reports are intended to become a central part of rich and ongoing discussions between the school and the home. Parents are welcome, and indeed encouraged to participate in planning for supports needed for success in their child's learning.

Your child's progress report will reflect that your child is Progressing Very Well, Progressing Well, or Progressing With Difficulty.

### ▶ PROGRESSING VERY WELL:

In the first weeks of school, evidence shows that your child is demonstrating consistent progress and is on track to meet and/or surpass the provincial standard set for the end of the year or term.

### ▶ PROGRESSING WELL:

In the first weeks of school, evidence shows that your child is demonstrating consistent progress and is on target to meet the curriculum goals by the end of the year or term.

### ▶ PROGRESSING WITH DIFFICULTY:

In the first weeks of school, evidence shows that your child is experiencing difficulty towards meeting the provincial standard set for the end of the year or term.



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# Progress Report

## Learning Skills & Work Habits

Early in a child's education, they start to develop the learning skills and work habits that will provide the basis for success in the years ahead, both at school and in life. These skills will be taught, nurtured and consolidated as they move through the grades toward post secondary and the world of work.

### What are the Learning Skills & Work Habits?

The Learning Skills and Work Habits your child's teacher evaluates are appropriate for your child's age and grade level.

#### \* Responsibility

##### Your Child:

- fulfills responsibilities and commitments within the classroom
- completes and submits class work, homework, and assignments according to timelines
- takes responsibility for and manages own behaviour

#### \* Organization

##### Your Child:

- creates and follows a plan and process for completing work and tasks
- establishes priorities and manages time to complete tasks and achieve goals
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks

#### \* Independent Work

##### Your Child:

- independently monitors, assesses, and revises plans to complete tasks and meet goals
- uses class time appropriately to complete tasks
- follows instructions with minimal supervision

#### \* Collaboration

##### Your Child:

- accepts various roles and shares group work equally
- responds positively to the ideas, opinions, values, and traditions of others
- builds healthy peer-to-peer relationships through personal and media-assisted interactions
- works with others to resolve conflicts and build consensus to achieve group goals
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions

#### \* Initiative

##### Your Child:

- looks for and acts on new ideas and opportunities for learning
- demonstrates the capacity for innovation and a willingness to take risks
- demonstrates curiosity and interest in learning
- approaches new tasks with a positive attitude
- recognizes and advocates appropriately for the rights of self and others

#### \* Self-regulation

##### Your Child:

- sets individual goals and monitors progress towards achieving them
- seeks clarification or assistance when needed
- assesses and reflects critically on own strengths, needs, and interests
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
- perseveres and makes an effort when responding to challenges

